

DEPARTMENT OF MINES AND RESOURCES

Honourable Jas. A. MacKinnon,
Minister.

INDIAN SCHOOL BULLETIN

Issued by the Education Division

INDIAN AFFAIRS BRANCH

No. 1. Vol. 3. Items 1 - 8.

1 October, 1948.

next issue 1 December, 1948.

"The school life of the pupil
should be closely connected with the
life outside the school and the
community activities should be inte-
grated with those of the school".

I love my infant more than breath
Or bread Course of Study,
Or pain Elementary Schools of Alaska)
To keep him flourishing and strong.
But candor forces me to say
I eagerly await the day

When some poor kindergarten teacher
Will wrestle with the little creature.

Margaret Fishback,
(Nova Scotia Journal of Education)

Note

These bulletins are for retention on file.
They are NOT to be removed from schools by teachers.
Indian Agents will check in their periodical visits
to schools, to ensure that these bulletins are kept
in the classrooms.

TABLE OF CONTENTS1 OF INTEREST TO NEW DAY SCHOOL TEACHERSPart I: SCHOOL ADMINISTRATION

- 1 Of Interest to New Day School Teachers
- # 2 Supplementary Readers and Library Books
- 3 Survey of Pupil Distribution
- # 4 Completing the New Day School Return

SALARYPart II: TEACHING METHODS

- 5 From One Teacher to Another:
(Contributions from our teachers)
- 6 Mister Chair-Man
- 7 Why Some Children Can't Read
- 8 Miscellaneous News of our Indian Schools
- # indicates article of special interest
to Indian Affairs Branch officials.

INCOME TAXExtract from RegulationsLittle Angel ?

I love my infant more than breath
Or bread or drink. I'd suffer death
Or pain or illness, short or long,
To keep him flourishing and strong.
But candor forces me to say
I eagerly await the day
When some poor kindergarten teacher
Will wrestle with the little creature.

- Margaret Fishback,
(Nova Scotia Journal of Education)

RETIREMENT FUND:

EVERY TEMPORARY employee, except one who is (1) appointed for a period of less than 3 months (2) a part-time employee (3) a seasonal employee, if not insured against unemployment under "The Unemployment Insurance Act 1940", is required to contribute 5% of salary. If insured, contributions amount

PART I

SCHOOL ADMINISTRATION

1 OF INTEREST TO NEW DAY SCHOOL TEACHERS

We would like to extend a particular welcome to all teachers who are teaching in Indian schools for the first time. You have joined a large family which has representatives in every province, in the Northwest Territories and the Yukon.

There are a few points with regard to personnel matters which might be of interest to you and therefore we present in the next few paragraphs a brief outline of such facts.

SALARY

ALL MEMBERS of the staff of this Department are not paid on the same basis. Some are on hourly rates, others are paid weekly, monthly or quarterly. However, in most cases, the payment is by cheque at regular intervals.

The salary of a civil servant is not compulsorily assignable. Salaries payable to employees of the Government cannot legally be attached or garnisheed at the suit of their creditors. However, irrespective of the manner of employment or payment, certain deductions are made from the cheque. These deductions comprise "Income Tax", "Retirement Fund" and "Superannuation Fund". The above are obligatory deductions, but vary in application depending on the salary level and status of the employee. In addition, voluntary deductions may be arranged to cover the purchase of Dominion of Canada Bonds, to pay premiums on Civil Service Insurance or in payment of dues to the Civil Service Recreational Association, etc.

The following is a brief review of the compulsory deductions:

INCOME TAX

Extract from Regulations

"Every employer shall deduct from the salary or wage of every employee, before or at the time of payment thereof, having regard to

- (a) the length of pay period,
- (b) the exemptions and deductions to which the employee is entitled by reason of his marital status and dependents, and
- (c) in the absence of an established pay period, in the manner prescribed by the Minister of National Revenue,

the amounts set forth in the 1947 Revised Table of Income Tax Deductions, according to the information received by the employer from the employee on the prescribed Form T.D.1".

By paying these instalments on Income Tax usually only a small balance remains to be paid when returns are filed. The amount of the instalment is based on salary and the information given on Income Tax Form T.D.1. Therefore, whenever marital status or when the number of dependents changes a new form T.D. 1 should be completed and submitted for transmission to the Director's office for action.

RETIREMENT FUND:

EVERY TEMPORARY employee, except one who is (1) appointed for a period of less than 3 months (2) a part-time employee (3) a seasonal employee, if not insured against unemployment under "The Unemployment Insurance Act 1940", is required to contribute 5% of salary. If insured, contributions amount

to 4% of salary. The amount contributed is returned when a temporary employee leaves the service.

If an employee has made contributions to the Retirement Fund prior to April 1, 1947, then, upon permanent appointment, these contributions will be returned unless election to contribute for past service is decided upon. If the employee wishes to have past temporary service count for superannuation purposes, then the contributions to Retirement Fund are applied against the arrears due the Superannuation Fund.

For those appointed and commencing to make contributions on or after April 1, 1947, no choice is offered, but, upon permanent appointment, the Retirement Fund credits are automatically transferred and applied against the period of temporary employment. The amount deducted for Retirement Fund cannot be deducted from gross earnings for Income Tax purposes.

2 SUPPLEMENTARY READERS AND LIBRARY BOOKS.

Due to the flood of requisitions for standard supplies, we have held up the library requisitions until the Stationery Branch could mail out the texts and materials more immediately essential.

However, we are now releasing these library requisitions and the Stationery Branch will begin shipments next week.

3 SURVEY OF PUPIL DISTRIBUTION.

Accompanying this number of the Bulletin is a form for showing the age-sex-grade distribution of the pupils in our residential and day schools. This form is to be completed by each teacher for his or her group of pupils and in schools where there is more than one teacher, the principal or senior teacher is to complete an additional form for the consolidated enrolment. One side of the form will deal only with children having legal Indian status. On the other side the Principal or Teacher will show those children served by the school who have not Indian status. In this way all children accommodated in either the dormitories or the classrooms of any school will be reported. The forms are to be completed and forwarded to this office as soon as possible after the receipt of this bulletin.

4. COMPLETING THE NEW DAY SCHOOL RETURN.

Our new Monthly Day School Returns have been in use for three school months, beginning with the first of April, 1948. We have been checking them thoroughly and have found many which teachers did not fill out accurately. We wish to point out the various errors that occur in order to help make these returns as accurate as possible:

1. In schools where there is more than one room, or one teacher one form only is required, giving the data irrespective of how many rooms there may be.

2. The total of # 6, "Pupils actually attending during the month" must correspond with the total of # 17 "Number of Pupils in Grades".

3. The number of #1 "Prescribed School Days" should be taken from the June issue of the Bulletin.

4. Where the # 2 "Days School Was in Session" does not correspond to the number of "Prescribed School Days" (#1) a reason should be given on the back of the form.

5. You are aware that the section above the perforation goes to the Education Division, and the section below the perforation goes to the Family Allowance Division. When making any remarks on the back, be sure that it is on the correct

section. It would also be wise to mark the word "Over" somewhere on the front part of the section.

6. The teacher should find out the official name of the school and use that name only. Some schools have two or three names other than the official name - Please use only the official name in all correspondence to the Department. You will find the official name on your salary classification letter.

7. It is important that the form be forwarded to the Department as soon as possible after the end of each month.

PART II:

TEACHING METHODS

5. FROM ONE TEACHER TO ANOTHER!

(contributions from our teachers)

HOW I MADE MY CLASSROOM ATTRACTIVE

Some teachers can "endure" a drab classroom; others do something about it. The teacher who contributed this article has modestly requested that we not use her name. But we feel sure that we can tell you she has had 30 years of teaching experience in Indian schools and 5 years of teaching in provincial schools.

Whenever she moves to a new school, the Department is certain to receive a request for paint, brushes, and funds. We never have to hesitate - we know the result will be a cheerful attractive school.

"It was blue - yes, blue in every sense of the word. The walls, at one time attractive were now a faded blue colour kalsomined hard and fast. The frieze had been a pretty white ship border but was now a tarnished yellow design with the fly specks forming a bold relief work. The ceiling, oh, I cannot describe it - someone had attempted to muresco it a dark brown. The windows and doors were in harmony with their surroundings - drab.

The burning question was - where to begin renovation and just how? Finally, I decided to clean walls and ceiling in one grand sweep. I will not go into detail but what a task that was. Done, too, only after and before school hours. There were nights when the men worked on till midnight. Yet somehow before the fall term was completed, the dingy classroom, like the chrysalis of the butterfly, had passed through the different stages and emerged a 'thing of beauty'.

The ceiling and windows were finished in white; the frieze in ivory and the walls in light buff. This colour scheme blended with the light oak woodwork. The floor was scraped with steel wool and varnished 'Tungo'. This Japanese product gives a splendid floor finish.

With the aid of the larger pupils the desks, both manual and class, were sand papered, painted and varnished; and now the room had an attractive appearance. A few good pictures from the Perry Co., suitably framed and some appropriate posters from the Red Cross completed the decoration.

We had obtained a substantial grant for this work but we underestimated the cost and had to supply for the deficiency by school concerts, pie socials, etc.

I shall never forget the splendid co-operation of parents, pupils and the Indian Agent. The local W. I. donated among other things - a sanitary drinking outfit. The women contributed potted plants for window decoration, the brass band was ever ready to help our school concerts and the young men would supplement the children's programs by vocal selections

well sung and generally in parts. One of their favourite quartettes was the ever popular 'Silver Threads Among the Gold'. And how they did enjoy meeting in their Alma Mater twice a week for concert practice. But now I am beginning to wander from my subject and must bring this lengthy article to a close."

HOW I TEACH MY PUPILS.

Our veteran teachers have responded nobly to our requests for contributions which will aid newcomers to the field of Indian education. As the younger teachers read this article, I would ask them to remember that it is sent you by a teacher with 38 years' experience in teaching Indians - namely, Sister St. Adelin of the Beauval Residential School, Beauval, Saskatchewan. I only wish we could reproduce the humorous and attractive drawings with which it was illustrated. Now - turn back the pages of time to an Indian school in 1910 --

"Remember, Friends of the civilized World, that when you will read this 'talk' of mine, you will hear the voice of a Northerner who taught the Indians for 38 years -- and who went but occasionally to the Bright Land and had contact by an exchange of ideas with teachers of the West. So -- you will be indulgent? If not, put away this 'scrap' and forget it ! Let it be buried in the 'Northern solitude'.

The Indians of 1910 were not the open-faced, well combed, clean, neat little fellows of to-day! They were still the dark-skinned natives watching us from under a veil of hair or from half-closed eyelids and slipping stealthily to their seats every morning. They had to be coaxed to come to school or under the 'persuasion' of the government. This was the time especially when they had to feel the loving kindness of a 'missionary teacher'. When I stepped into my classroom I was awe-stricken ! No desks -- no books, no scribblers -- no library ! ! some chalk, a few pairs of scissors, scrap paper ! -- brown paper .. As tools I had the brains of a young American teacher !

I knew how to spell: Vacancy - referring to brain

Handicapped - referring to means

Resolute - referring to mind.

All my first lessons were stories ! I would give them with all the mimicry in my power, I talked to them about goblins, witches, fairies; how they would help the lost, famished, red-skin of the forest, by writing their warnings on the bark of trees. Then in the 'Indian way' I would lure them to the necessity of knowing how to read and write -- A few sketches on the board to learn a few words. SIGHT READING: Every child had to read and pronounce correctly the following words:

Deer Rabbit Wolf Indian Kill

Then I would add the article 'the'; The deer, the rabbit, the wolf, the Indian (drawn on the blackboard). The next day if the words were fairly well known we all went deerhunting in the imaginary land called the blackboard.

Every child had to pronounce the word before shooting. If they could not read the words written they were not 'hunters' ! What a terrible reputation ! An Indian not a hunter ! A downcast lad would sit with his head bent on his knees. The next day, however, he might become 'Chief Hunter'. As a matter of fact at the end of the week they could all read 'The Indians kill the deer with a bow and arrow'.

ART : Drawing, Printing: The lesson given would then be reproduced on brown paper. Cuttings were often used. These pages would start their first scrap-book. How proud they were when they presented their first pages to the Principal and say 'Me'. They surely had a chief's countenance: straight backs, wiry legs, expressionless faces except for a smile which fluttered on their thin red lips.

Soon they became interested - they loved reading - they learned quickly to express themselves in English. I used different techniques

but I taught them primarily by 'Hand-handling' and by giving them Sight Lessons every day. Then I introduced the phonics and building of words.

ARITHMETIC: Number Work: 'Hand-handling' again using peanuts, chestnuts - - picking up sticks they learned to add if they won the game or to subtract if they lost. The multiplication tables were mastered by hunting, fishing or trapping : so many more than Joe -- etc.

SPELLING: A spelling match was given once a week with the words taken from the reading lessons. Two chiefs: the names of the different tribes, then the war: --- Here our Indians showed their white teeth and had a hearty laugh if an Indian girl could shoot a boy with a word he failed to spell.

HEALTH: This subject was taught by a daily check-up to encourage personal cleanliness and tidiness; thus I would detect promptly any symptoms of illness. I tried to avoid routine to win the pupils' interest and co-operation.

These were the ways I taught school in the first year of my teaching career. If the lessons were not interesting I knew it easily by their faces or someone in the rear would bend his head on his neighbour's knee who went 'louse-picking' and eating.

The second year, 1911, Mr. Chisolm paid us a visit and soon after the school was well equipped. Books, scribblers, pencils, coloured chalk, water-colors, maps, etc. I had to brush up my primitive methods of teaching. I must say that Mr. J.P.B. Ostrander was the one who patronized this school the most. He was then the Indian Agent (now Regional Supervisor for Saskatchewan). He was interested in our problems and encouraged us greatly by his co-operation.

Nowadays, I give the lessons in the different subjects with texts. Each child has his and while I take up a class, the other grades have seat-work. I still take the classes out of doors for geography and keep many activities involving class-mobility. I must tell you that I have no rigid time-table. I like to keep them natural and at home.

The Physical Education is now given by the Scout-Master. Besides athletic instruction they have competitive team games, thus learning 'co-operation'. They learn to be good losers rather than to work for individual glory. Health Education is closely related to Physical Education. Hygiene is thus put into practice outside of school hours.

READING: At the beginning of the year, I test my class in comprehension, word recognition and rate. Then I group together for instruction the children with the same difficulties.

Some words are studied and used in sentences. The lesson is sometimes dramatized, interpreted or they must answer True or False to statements prepared before hand. We often have choral reading and we keep a vocabulary notebook. The Indians now enjoy silent reading because they read comprehensively for enjoyment. I have a good selection of library books and magazines for them.

LITERATURE: As my pupils look ahead for recreational reading, it is very easy for me to teach them literature. They can easily find the theme, the occasion and present a fairly good synopsis of the lesson. I give them interesting information about the author and I often see them looking up for other selections by the same author. Indians love poetry with its rhythm of harmony. 'A thing of beauty is a joy forever'.

COMPOSITION: Oral composition is given to teach the Indians the techniques of conversation, so we have every week: some funny stories; an original speech; a dramatization, the description of an interesting place, person or thing, etc., and especially a school talk about the movies of the week.

WRITTEN LANGUAGE: They are taught letter-writing, paragraphing, and punctuation. I had a very good humorous composition about 'What our School Clock Saw One Day' from a Grade VI pupil. As Indians love thrilling stories, they often become word-painters. We have concerts given by the pupils and they are proud to be selected for acting.

GRAMMAR:

I use 'Vitalized English' and they seem to enjoy the lessons contained in the text.

In ARITHMETIC: I still use some of my primitive activities to prevent monotony but I generally follow the texts, giving extra work for emphasis.

HISTORY and GEOGRAPHY: are taught together making use of maps, outlines or sand tables to illustrate the lessons. We follow the text and the pupils love to read it.

SCIENCE: is given out of doors:

In Spring we listen to the choristers of the pond ! We study these batrachians. We are on the alert for the first appearance of the Pussy Willows, etc. --- and all seasonal changes, spring animals wild and tamed, germination of seeds, etc.

In Summer: The winds, the weather, the charts, birds, nesting activities. Nature stories, Moths and butterflies.

Fall: Lessons on cultivated flowers, vegetables, trees or grasses. Animals looking for homes - migration burrowing animals -- etc., and their enemies.

Winter: We study the snowflakes, the evergreens, the winter birds, the sky and its Northern Lights.

We keep a 'picture gallery'.

MUSIC: 'is often in the air' Indians love radio programmes; they sing every day. Every child has a song-book.

ART: Through art, my pupils keep their classroom attractive and beautiful. They enjoy their art work because I encourage them to their own effort and initiative. They put their lessons in practice, I mean those that they get in construction work, at the shop where they learn carpentry, leather-work, etc.

I was very pleased to give my contribution. I feel that we are organizing through co-operation.

The North is opening its white wings and its development is very rapid. "

6 MISTER CHAIR-MAN.

(by T. E. Robinson, Superintendent of Schools, Mercer County, N. J. in the National Education Association Journal)

The class was particularly troublesome. It made me question my wisdom in choosing teaching as a profession.

They seemed to like me as much as I liked them -- until our lessons commenced.

After all, education was serious. A great deal depended upon their learning enough in their youth to meet their needs in the complicated adult world they would eventually enter. I didn't intend to cheat them by allowing even one minute of class time to be wasted.

But that's when they would become troublesome. Their attention would wander as I talked to them and then inevitably someone would rise to get a drink of water.

Or after a few minutes of working exercises at their seats, invariably several children would move to the pencil sharpener to renew the point on their pencils.

All period long an earnest struggle was waged -- on my part, to keep them in their seats; on their part, to get out of their seats.

At the end of every day my voice was rising in volume and increasing in ire as I repeated for the thousandth time 'Johnny, stay in your seat'.

But one day Johnny taught me a lesson, and thereby changed my entire teaching technique. It was because of Johnny that visiting teachers later said:

'Your classroom is such a busy place. Everyone is working so hard that we're unnoticed when we come in. The pupils move from desk to library shelves to bulletin boards and to other groups. Learning is taking place quietly, rapidly, and purposefully. How do you do it?'

Well, the fact is that one afternoon I exclaimed wearily, 'Johnny, won't you please sit down'.

'Why' asked Johnny innocently, 'I ain't tired'.

7 WHY SOME CHILDREN CAN'T READ.

Excerpts from an article in the Teachers' Service Bulletin in Reading by J. H. Straub, Principal, Willard School, Ridgewood, N. J.

EVERY TEACHER has to work with children who cannot read. While it is probably true that more children are reading better today than ever before, the fact remains that some children have great difficulty in learning to read.

Master teachers fail -- why?

If you have been teaching even a short time, you have tried to help one, two, or more children who could not read. You have sought the best teaching methods and materials, and individualized your work with these pupils. Still, you have found some stubborn cases of reading difficulty on which no reasonable amount of good teaching by you and others has had effect. When good teaching fails such children must be examined from other angles.

Where are the roots of failure?

It seems reasonable to suggest that some of the causes of reading failure remain hidden in areas of child development not fully explored by even our best teachers. It is quite possible that teachers may be defeated in their work with unusually stubborn cases by concealed physical, mental, social, or emotional conflicts.

It is certain that some of the causes of reading failure are deep-rooted, often too deep for classroom teachers to fathom. In some cases they are too complicated for our remedial reading specialists, and too imbedded for the psychologist or the psychiatrist to untangle. Usually, however, the teacher can discover them if she looks carefully.

Is the child physically capable?

Most teachers are well aware of the fact that children may fail because of physical reasons. Poor eyesight, malnutrition, lack of coordination, poor hearing, and the like are frequently discovered by teachers to be causing reading difficulty. However, much remains to be done in our total exploration of physical "misfunction" and its relation to child development.

The following will illustrate a deep-rooted cause of reading failure, its effects, and how one teacher helped in solving a child's problem:

A first-grade child had been reading very well. He "went into a reading slump" overnight. In addition, the child lost interest in most of the other class activities. Usually he was eager about outdoor games, but he refused even to play at recess time. He was irritable at home. He was tired. His mother said he had lost interest in the things he had liked so much in the past.

For two months the child was unhappy and had changed his behavior radically. Several conferences were held, and many possible causes were suggested. However, the teacher "practically insisted" that the cause was physical.

Physicians continued to work on the case. And one last X-ray revealed the whole secret -- a growth in the vicinity of the child's stomach.

Many children do not exhibit the stubborn quality of behavior noted above. They go on and on through the grades struggling with their reading difficulties. Whole or partial reading failure is only a part of the behavior that may warn the teacher of the child's deeper problems.

What about "gray matter?"

Much too frequently the teacher is sure that the child does not have the "gray matter" for the learning of reading. This may be true, but usually is not. Some of us are too quick to generalize in this fashion, "All of the Smiths are mentally unable to learn to read." This is unfair, possibly vicious, and indicates a poor professional attitude on the part of the teacher.

The case below demonstrates how a child was almost branded "lacking in gray matter" when his problem was something entirely different:

A sixth-grade child had failed in reading since the first grade. Teachers and remedial reading specialists were unable to solve the child's problem. A psychologist reviewed the child's problem and suggested some possible solutions. But the child continued to fail.

Tests employing language symbols rated the child low. But non-language symbol tests rated him somewhat better. However, during the child's sixth-grade year, an unusual eye condition was discovered.

Many of us know of cases branded, or almost branded, "lacking in gray matter." Sometimes such a diagnosis is most embarrassing to all concerned when later other real causes are discovered.

We should provide every child with opportunities for success and participation at the level we know him to have reached. Then, if improvement is possible, we are facilitating it without forcing. Forcing the child who cannot be forced only results in exaggerating his other problems.

The child must feel that he belongs

The child's inability to cope with his own social environment may defeat him in his attempts to learn to read. He must feel that he belongs to the group, and that he is a part that makes the group "move along."

Some children are part of no group. They do not fit. We make a mistake in feeling that the child is necessarily part of a family group just because he lives with a family; that a child is part of a class group just because he is in a class; and that the child is part of a pupil-teacher group just because he sits with the teacher.

Note how the child discussed below could not participate in her reading and class groups in spite of her success in outside groups:

This girl was a very successful dancing student outside of school. She was in the second grade and associated generally with fourth-grade girls. She was able to gather favorable comment far beyond that given to her older partners. In general she was very successful in this older group.

However, she became socially unadjusted in her reading group, and fell far behind her second-grade group in this subject. The child was socially flattered by the older group, and found it very difficult to work and play with the children of her own age.

Frequently poor parents make their children feel insecure, and thereby make it difficult for them to feel that they belong to a group. The child who dislikes the teacher finds it difficult to fit into school groups. Sometimes competition causes the child to withdraw socially.

Social pressure may easily twist and bend the child from reading success. Social difficulties, though seemingly slight and seemingly only a part of the ordinary bumps of life, are sometimes serious.

Emotional tension defeats reading

Teachers should try to be continuously aware of the effects of emotional difficulties on the behavior of children. There is very little doubt

that many children fail in reading because of emotional disturbances. Emotional conflict often disturbs the adjustment of the whole personality.

Emotional difficulties may interfere seriously with learning. Shyness, aggressiveness, laziness, crying, stealing, lying, and many other mechanisms of this type are clues to emotional difficulty.

Hundreds of parents are too strict, too demanding, and too severe with their children. Teachers, too, sometimes fall into this pitfall that so often creates emotional disturbance. Some children are continuously trying to adjust to the pressures of a broken home. Many children are too closely tied to their mother's apron strings. Several kinds of failure may result including reading failure.

When the teacher encounters a child who has great difficulty with reading, she usually first tries to find the level at which he can read successfully. She uses her best teaching methods to try to provide the child with a variety of word recognition techniques and well-prepared practice exercises. She tries to motivate the work through choosing materials at his level which fit in with the child's interests. She individualizes work with the child and praises his small accomplishments.

Other teachers probably used these same remedial reading techniques before in working with the very same child. Some teachers probably tried more drill, more phonics or started the child all over again from the pre-primer and the like. But they did not solve the child's problem. Why? The writer is inclined to believe that many failing students will not be helped until basic and inclusive exploration has been made of the real causes of each problem.

Phonics, starting at the beginning again, working with words, and work on the mechanics of reading are important parts of reading programs. But they often do not constitute the right approach to a reading problem.

Diagnose reading "disease" accurately

It is simple reasoning that if a child is not reading, something is causing this failure.

There are symptoms of the disabilities that cause reading failure just as there are symptoms of the contagious diseases. When the symptoms of a contagious disease are evident, we immediately use certain procedures. Are we just as serious, and just as quick to act, when we first notice symptoms of reading "disease?" Reading failure is serious and often lasting. We must not "play with" the problem for months or years before getting expert help. We must diagnose, quickly, accurately, and develop sure cures.

This does not imply that all teachers must be expert diagnosticians of reading problems, but it does suggest such diagnostic ability may be an outcome of a better attack.

The teacher should be alert to the need for expert help from physicians, psychologists and other specialists when an extreme case of reading difficulty fails to respond to her best teaching efforts. A teacher may be able to help these specialists by careful observation in the classroom, and through her more intimate knowledge of and association with the child.

The process of elimination

The roots of the child's reading failure may be in one of the four areas of child development, physical, mental, social, or emotional. Of course, the disability may be complicated and rooted in more than one area.

In searching for the causes of reading failure, the writer has found it best to eliminate the possibility of physical handicap first, then, in order, eliminate mental, social, and emotional possibilities.

Usually the child will be telling you over and over again just exactly what his problem is. But he will be telling you in a very crude manner, expressing himself poorly. He may tell you by the use of symbols in his work or play.

Watch the child's every action. Listen carefully to what he says. Examine the things he draws and especially how he explains his drawings. Observe where he puts the emphasis in all of his behavior. Such careful observation should lead to a real insight into the child's inner problems. Without special training in clinical procedure, the teacher cannot be expected to interpret all she observes, or to conduct formal therapy on the basis of her observations. She can, however, become aware of the child's need for expert help and contribute her knowledge of the child.

Do children fail because of poor techniques?

Many teachers will want to know the answers to questions like the following: Don't some children need special help with phonics? Does word reading hamper comprehension? What about eye movements?

The writer fully agrees that some children do not read because they do not understand phonics, because they are word-by word readers, because they employ faulty eye movements, and because of other failures of this type.

However, poor techniques are not always the real causes of the failure, especially if they do not respond to the usual treatment. In a sense, these failures may be symptoms. The physician never treats the symptom. He treats the cause.

Hence, in some cases of reading failure it will be necessary for the teacher to dig deeper for the real cause of the failure. Ask questions like these: "Why doesn't the child respond to the usual treatment? Why do I have to teach and reteach him the same word over and over again each day? Why doesn't he learn at least part of the work each day?" Try to find the answers.

Many children, the majority, do profit from good teaching. The causes of stubborn reading failure, however, may need to be sought in the area of personality adjustment.

8 MISCELLANEOUS NEWS OF OUR INDIAN SCHOOLS

We continue to receive yearbooks and magazines published by Indian day, residential and hospital schools.

To schools which wish to exchange samples of school magazines, we would suggest writing to

- (1) "The Dragon" published by St. George's Residential School, Lytton, British Columbia,
- (2) "The Charles Camsell Arrow" published by the teachers at the Charles Camsell Hospital, Edmonton, Alberta.

The Chapleau Residential School, which was built in 1920-21, near Chapleau, Ontario, has closed. Some of the children were transferred to the Moose Fort and Shingwauk Residential Schools; others will attend the Constance Lake and the new Mountbatten Day Schools.

The Youville Residential School, near Edmonton, Alberta, will no longer be used for Indian pupils. Formerly it functioned both as a school and as an old people's home. Now these pupils will be educated at the new day schools just completed on the Michel and Stony Plain Reserves. It is hoped to have a third school, on Alexander's Reserve, erected in the near future.

Teachers in our day schools in the Northwest Territories, the Yukon and the northern parts of the provinces often have to use dehydrated vegetables, eggs and milk. The Nutrition Division of the Department of National Health and Welfare has prepared a mimeographed list of useful recipes which you can obtain by writing directly. Cooks at residential schools will also find these recipes useful.

Watch the child's every action. Listen carefully to what he says. Examine the things he draws and especially how he explains his drawings. (b) serve where he puts the emphasis in all of his behavior. Such careful observation should lead to a real insight into the child's inner problems. Without special training in clinical procedure, the teacher cannot be expected to interpret all the observer, or to conduct formal therapy on the basis of her observations. She can, however, become aware of the child's need for expert help and contribute her knowledge of the child.

Do children fail because of poor techniques?

Many teachers will want to know the answers to questions like the following: Don't some children need special help with phonics? Does word reading hamper comprehension? What about eye movements?

The writer fully agrees that some children do not read because they do not understand phonics, because they are word-by-word readers, because they employ faulty eye movements, and because of other failures of this type.

However, poor techniques are not always the real cause of the failure, especially if they do not respond to the usual treatment. In a sense, these failures may be symptoms. The physician never treats the symptom. He treats the cause.

Hence, in some cases of reading failure it will be necessary for the teacher to dig deeper for the real cause of the failure. Ask questions like these: "Why doesn't the child respond to the usual treatment? Why do I have to teach and reteach him the same word over and over again each day? Why doesn't he learn at least part of the work each day?" Try to find the answers.

Many children, the majority, do profit from good teaching. The causes of stubborn reading failure, however, may need to be sought in the area of personality adjustment.

8 MISCELLANEOUS NEWS OF OUR INDIAN SCHOOLS

We continue to receive yearbooks and magazines published by Indian day, residential and hospital schools.

To schools which wish to exchange samples of school magazines, we would suggest writing to

- (1) "The Dragon" published by St. George's Residential School, Lytton, British Columbia.
- (2) "The Charles Cammell Arrow" published by the teachers at the Charles Cammell Hospital, Edmonton, Alberta.

The Ghaheen Residential School, which was built in 1920-21, near Ghaheen, Ontario, has closed. Some of the children were transferred to the Moose Fort and Shingwan Residential Schools; others will attend the Constance Lake and the new Mountbatten Day Schools.

The Youville Residential School, near Edmonton, Alberta, will no longer be used for Indian pupils. Formerly it functioned both as a school and as an old people's home. Now these pupils will be educated at the new day schools that completed on the Michel and Stony Plain Reserves. It is hoped to have a third school, on Alexander's Reserve, erected in the near future.

Teachers in our day schools in the Northwest Territories, Yukon and the northern parts of the provinces often have to use dehydrated vegetables, eggs and milk. The Nutrition Division of the Department of National Health and Welfare has prepared a mimeographed list of useful recipes which you can obtain by writing directly. Cooks at residential schools will also find these recipes useful.